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ABSTRACT

This issue of Communique has its lead article on campus unrest and its resolution in schools of changing ethnic composition. It also contains a description of a drug program which utilizes a puppet show. The regular features of the publication include write-ups on current happenings in the counseling field in addition to research abstracts from journals and dissertations. (WS)

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communique

March, 1973 resources for practicing counselors Vol. 2, No. 5

Campus Unrest and its Resolution in Schools of Changing Ethnic Composition

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Arizona Department of Education
Counselor Ideas in Action

Introduction

Campus unrest has been the hallmark of the last ten years. The following paper describes the setting and history of campus unrest in one California school district which led to the evolution of a new program of interventions. In the period since its introduction, unrest has been settled with a minimum of school disruption, and a growing spirit of cooperation and understanding among students, parents, and school staff. That the program is of real value in and of itself is indicated in its use now in other school districts.

History

The school district described had a history of high school campus unrest which closely paralleled the changing racial and cultural composition of the community. In a relatively short period of time, large numbers of Mexican Americans and Blacks had moved in and some Whites had moved out of the district. In 1965, the first of several seemingly "minor" incidents occurred which had definite racial overtones. Typically the early incidents took place in the restrooms, and involved illegal extortion of money. The first significant "race riot" in April, 1966, started in the school cafeteria when one of a group of White boys threw a book which hit a Black boy. The Black boy, returning it in kind, hit a White girl. From that beginning, one student was hospitalized, and the County Sheriff's deputies and Highway Patrol were called in to break up the melee. In the next four and a half years, there were several major riots and numerous minor incidents.

The external "causes" of these racial incidents were described by the participants as follows: name calling; unequal treatment of students by school officials; threats of intimidation and extortion; attempts to inaugurate a Black Student Union (BBU) by Blacks; attempts to establish a program for two minority studies (at the high school level); and unequal distribution of federal educational funds within the school district to multi-racial but not to all-White schools.

Challenge

A new community crisis was precipitated in September 1970, with the scheduled opening of two innovative Middle Schools for grades 5 to 8. The establishment of such schools meant that children faced an earlier change from neighborhood to central and hence integrated schools. This projected change led to a recall election against all board members favoring the Middle School Plan. Even though the recall election was not successful, the vote was close, and inevitably highlighted the polarization of the community on an educational topic that was seen by many to be racially based.

Also In This Issue

Puppets Put Down Drug Abuse (p. 40)
Plus Other Regular Features

Crisis

A month after the recall election, following an exciting football game in which the high school team lost by a close margin to one from an affluent White school, tempers flared between one Black and one White player on the local team. The grudge between the players smoldered and spread over the weekend. Monday at school, rumors flew concerning suspension from school and from the team of the two players involved in the locker room fight. Suspicion and resentment were followed by a simultaneous eruption of about 100 small fights across campus. The next day, the White students united into a "Caucus," claiming they would not go to class until something was done to make it safe for them. Many, but by no means all, of the Black students and some protective Black parents gathered and said practically the same thing and "boycotted" the district's schools.

Communication

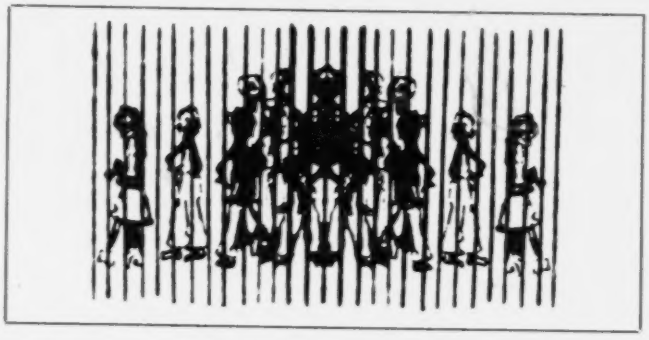
The Administration offered students the option of going to regular class or attending separate meetings of Black, White, or Mexican American students in separate sections of the high school. In each group, students were encouraged to express their opinions and select five spokesmen. Faculty and parents had mixed reactions to these meetings, ranging from appreciation of "democracy in action" or "evolving leadership" to fear of students "ranting and raving and destroying morale and property." The student gathering prompted other meetings of the faculty and a mass meeting of the community adults that evening. The faculty was both self-critical and critical of the police; the community speakers were vehemently critical of the district administration and of high school education in general.

On the basis of the above meetings and those with spokesmen which followed, a number of significant points of problem definition could be identified. One was the large number of rumors arising in all parts of the community, and their marked similarity from one area to another. Another point was the difficulty in quickly disseminating reassuring and factual information, particularly in answer to the more virulent rumors. A third was the high school faculty's tendency to split on the proper approach to school problems, varying from an extreme of withdrawal from the "anarchy" to the espousal of a democratic approach. Finally, certain parents and students spontaneously behaved like "natural" or "emergent" leaders even though they were not included among the elected or "established" leaders of the past.

From the above points, three strategies were clearly vital in the resolution of school problems: First, students able to communicate with their peers were recruited to help control rumors on campus. Second, a volunteer and multiracial community adult group was activated to provide anxious parents with information. Third, a course was offered for parents which taught communication skills and techniques for resolving typical family conflicts effectively. In other words, all three approaches sought to resolve problems in communication, between student and school, parent and school, and parent and child. This "Communications Network" was combined with stricter, fairer, and more immediate discipline on campus.

Detailed Problem Analysis and Solution Strategies

Dualistic application of behavioral science *and* firm, clear disciplinary limits in the following two years is credited for the absence of a major disturbance or "riot" for 20 months, in spite of some eleven "incidents" each of which could have erupted into a major "riot." Nearby schools in other cities have had a corresponding period of riots, of police on campus, of injuries, of school closings, and of staff resignations.



James H. Laue of the Community Relations Offices of the U.S. Department of Justice has hypothesized seven stages in the confrontations which may be labeled "riots."* These are:

challenge
surfacing of conflict
precipitation of a crisis
confrontation
communication
compromise
change

In this Southern California district's attempts to control and interpret campus unrest, the communication or interventions enter at the "confrontation level" of Laue's model. The application of Laue's model to the social history given here corresponds to the conceptual states in left hand margins.

From this incident, a new *dualistic* approach to campus unrest has been developed: "The Communications Network" combined with stricter, fair, immediate discipline.

*R. R. Hansel, *Like Father, Like Son—Like Hell!*, 1959, pp. 77-79

Positive Preventive Interventions From The Behavior Sciences

To restore order and safety so students could come back to school and so constructive change could be made, the following steps were planned and carried out:

Student Communicators:

Emergent student leaders were selected to be trained during school hours and to serve as "student communicators" or discussion leaders who could clarify and combat rumors during "incidents" or periods of high tension. This approach arose from the group meetings where peers, parents and certain students themselves noticed surprisingly effective "crisis leadership qualities" in others. Approximately fifty student communicators participated in communicator training sessions conducted by two school psychologists. These training sessions utilized some concepts developed by Dr. Thomas Gordon. At the end of the week, those who successfully completed the training and were willing to sign the communicator's oath, became an accredited communicator.

As a Communicator at Duarte High School I realize that I must attempt to put aside my own membership in any one ethnic or racial group in order to work for peace, order and for the common good of all students. I will always try to postpone any action or judgement on any issues until I have attempted to gather all important facts and information. I will think carefully before I talk and act.

From the communicator group, a decision-making "council" of six communicators (1 Black male and 1 Black female; 1 Mexican American male and 1 Mexican American female; 1 White male and 1 White female) were elected to initially discuss any significant rumors on the campus with

the administrators. During times of crisis on the high school campus, the following procedures are used:

1. The Communicator Council meets with the school principal and the parties involved in the rumors or incidents.

2. If an incident is judged to be of significant magnitude or has inflammatory potential, then all communicators will be called to a special meeting.

3. A discussion of the incidents takes place directly with the top administrators and the parties involved.

4. All communicators wearing their communicator badges and using their communicator I.D. card go to the *two* classes pre-assigned to them and lead an informal discussion with the students in the classes. Teachers actively support the communicators by enforcing the usual classroom limits and rules.

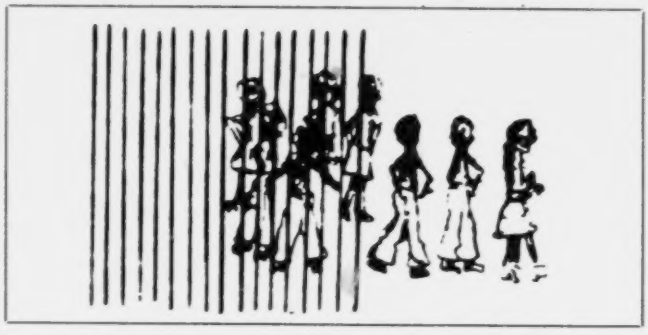
5. After the classroom discussions, all communicators report back for a second special meeting to discuss the rumors and new information that was gathered in the class meetings.

6. If necessary, the communicators will, on some occasions, return to the classes for a second time with new and significant information or will make themselves available to answer students' questions.

The student communicators served a variety of roles in controlling rumors, in guaranteeing the students a direct line to the "factual information," in modeling responses to crises which were reasonable and effective, in meeting with authorities on an accepted and equal basis, etc. The high school came to be perceived by students as *"our* high-school."

***Community Hot Line:** A volunteer community adult group was established in the community in 1969 to perform some of the same functions as the student communicators. The Hot Line provided anxious parents with information concerning incidents or rumors of incidents happening in the school or community. The "telephone tree" operated by the hot line could assist parents or students during a crisis in getting direct information from or to school administrators, teachers, student leaders, and community leaders when other avenues of communication were closed to them.

***Parent Effectiveness Training (P.E.T.):** A course offered to parents by teaching them skills to assist in handling typical family problems effectively and in communicating their feelings and values to children more effectively. After the 8 week course, parents have reported fewer tantrums, emotional flareups, fights, and power struggles. They indicated that there is better two-way communication, more sharing of feelings, and closer relationships among family members.



Other significant parts of "Communication Network" operating in the school district to relieve racial tension and lessen the chances for campus disruptions include: parent observers on campus, multi-racial parent discussion groups, human relations classes for all school staff members, and a "standing" multiracial advisory group to the school board called the "Community Education Council." In addition, the high school operates a review panel which reviews student grievances and a bi-monthly "Principal's Forum" to improve communication between students and the administration.

Since October, 1970, there have been no major disturbances or riots. There have been many occasions when tension mounted between the three major ethnic groups on campus. On one such occasion in November, 1971, a 13 year old Black boy allegedly hung himself in a jail cell after he was arrested for shoplifting. Many in both cities in the Black communities felt he was choked to death by a White police officer. Although the victim was not a student in the local schools, his girl friend and other friends attended the local school. Rumors were rampant in the communities for several weeks. A rash of fire bombings costing an estimated $80,000 to businesses and homes occurred in the neighboring community. During these disturbances, sixteen members of the National Socialist White Peoples Party, clad in full Nazi uniform were arrested on suspicion of disturbing the peace and conducting an assembly in a public place without a permit "next door." The schools in the neighboring city were closed for two and one-half days, while the schools in the local district were able to open without any major incidents by use of the "Communications Network." Many observers felt the major differences between the two situations could be attributed to the positive involvement and concern demonstrated by local students, parents and school personnel.

Conclusion:

It is the authors' contention that within this case report the behavioral sciences, especially communication theory and technique, have demonstrated utility in racial and campus unrest. The "communications" network may implement the deepest, effective portions of past "human relations" efforts and does offer an important alternative to authoritarian force from inside or outside the school. It should be noted that (1) the administrator trusted students and parents when he admitted openly, "I can't do it by myself" (2) information is quickly gathered and disseminated, not withheld (3) issues are sharpened or defined, not hidden or ignored (4) students learn transferable social skills (5) estimated cost per month per high school was under $350.

Some Non-Political Missions & Goals of a Communications Network

Missions: 1. Replace fear with hope in high school and community.

2. Keep schools open for learning.

Goals: 1. Defining problems accurately—fact or rumor?

2. Recognizing individual differences and reducing stereotypes.

3. Improving skills in leading group discussions.

4. Enriching human communication among individuals.

5. Strengthening school staff by student and parent involvement.

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New Drug Program Packs Punch (And Judy?)

A new drug abuse program is now available from Tanter and Dilks, 305 Market Street, Warren, Pennsylvania 16365 at a cost of $60.00. The program has three parts—one for parents, one for elementary students, and one for junior and senior high school students. Particularly interesting in this program is the approach used for the elementary students. The following description of their approach is taken from their promotional brochure.

Drug Abuse Puppet Show
General Information

The show consists of six scenes and runs from 20 to 30 minutes. Materials prepared for the children include script and suggestions for staging. Wherever possible, decisions about the nature and appearance of characters is left to the children. For example, the child who appears in all the scenes may be human in appearance or some other creature, realistic or imagined. This freedom will allow the children a greater chance to make the show their own work and will result in a degree of originality as the program is produced in various schools.

Without being "preachy" the scenes are meant to make three principal points with the emphasis on the personal rather than social effects of drugs.

These are:

1. The hazards of all drugs. They are physically disabling and even fatal unless taken as prescribed.
2. Drugs taken to enhance experience or to relieve boredom rob the user of the joy of the real world and often result in problems greater than those they were meant to erase.
3. Discomfort and anxiety are to be expected in life and the problems causing them must be solved and not covered up by drugs if the person is to be happy.

Synopsis of Scenes

Scene I

Setting: a doctor's office
Characters [illegible]ctor and child

Dialogue established that healthy people do not need drugs. Drugs are for the ill and then only in accordance with doctor's orders.

Scene II

Setting: a street
Characters: child and dope pusher

A statement of the temptations to take drugs. Refutation by child reinforcing and repeating main points of Scene I.

Scene III

Setting: a room
Characters: child, addict, various participants in a parade.

Action shows the artificiality of drug induced visions and the greater pleasure and desirability of the excitement of the real world.

Scene IV

Setting: a street
Characters: child and addict

Action reveals that use of drugs instead of enhancing one's experience makes life miserable and painful.

Scene V

Setting: a drugstore
Characters: child and assorted pills, capsules and lozenges

A dramatization of good drugs versus bad drugs. Introduction of the idea that drugs are not a solution to unhappiness or boredom.

Scene VI

Setting: a palace
Characters: child, king and assorted courtiers, witch

A fairy tale in which drugs are used by a witch to reduce a troubled king to a wretched troll.

Those interested in descriptions of their approaches for parents and for older students or in using the prepared puppet show scripts can write Tanter and Dilks for further information.

VIBRATIONS

"SDS" Explores Career Clusters

John L. Holland's *Self Directed Search* is gaining in popularity as an instrument to increase motivation to explore career clusters. His six-category approach to career exploration—the realistic, the enterprising, the artistic, the social, the conventional, and the investigative—assumes that there are six basic types of personality and six basic types of vocations. While his assumptions and theory may be questioned, preliminary reports suggest that *Self Directed Search* is an effective tool for vocational counselors. Therefore, counselors who have not yet seen this instrument may be interested in exploring it more fully.

The following quotation from the *Counselors Guide to the Self Directed Search* describes the unique characteristics of Holland's approach.

The typical person's experience in taking a psychological test is characterized by ambiguity (he doesn't clearly know what is going on), dependency (he is a passive participant), and delay (he must wait for results). The taking of the Self-Directed Search (SDS) is a different experience. When a person takes the SDS, he knows what is being assessed, he participates in his own scoring, profiling, and interpretation, and he obtains the results of his self-assessment experience immediately.

The SDS includes two booklets. A person merely fills out the assessment booklet and obtains a three-letter occupational code. He then uses the three-letter code to locate suitable occupations in the occupational classification booklet, *The Occupations Finder*. Most people complete the SDS in 40 to 60 minutes. In short, the SDS provides a vocational counseling experience by simulating what a person and his counselor might do in several interviews.

For specimen copies or more information, counselors should write Consulting Psychologists Press, 577 College Avenue, Palo Alto, California 94306.

Job Market Better For '73 Grads

Next summer's crop of college graduates, especially engineers and women, will have an easier time finding jobs than their peers who left school last summer, according to the 27th annual Endicott Report of business' hiring needs. Former Northwestern University placement director Frank S. Endicott reports that more companies will be hiring college graduates next year, continuing the upward trend begun last summer. Of the 186 companies surveyed, 112 said they would hire more new college graduates with bachelors degrees; twenty said they would hire about the same number; and thirty said they would hire fewer than last year. The report also cites a 42% increase in the demand for engineers "after several years of cutbacks and retrenchment." Engineers with bachelors degrees will be offered an average of $905 a month. There will also be a 35% increase in the demand for women graduates. The companies said they needed a total of about 339 women who majored in general business, 150 accountants, 148 marketing and retailing specialists, and 142 liberal arts majors. Top level female engineers will get about $914 a month. Engineering also looked promising for those with masters degrees—a 27% increase in demand was predicted.

National Task Force on Student Personnel Services and Homosexuality Seek Support

The National Task Force on Student Personnel Services and Homosexuality evolved from a workshop at the 1971 ACPA Convention in Atlantic City. The Task Force is comprised of college counselors and other student personnel workers as well as homosexual students from across the country. Its purpose is to focus attention on homosexuality and related questions in terms of counseling and other student personnel services and to work toward solutions compatible with the view that homosexuality is a valid variety of sexual expression and not a sickness or sin. The Task Force sponsored the nation's first all-day conference on homosexuality and student personnel work at Queens College in December 1971. The first monograph series on homosexuality and student personnel work, *Otherwise Monographs*, has been launched by the Task Force. Regional conferences are being planned for Boston, Cleveland, Philadelphia, and elsewhere. Those interested in joining the Task Force and in supporting its purposes should forward an annual membership fee of $10 to: Prof. Richard Kiley, Treasurer, NTFSPSH, Counseling Center, NYCCC/CUNY, 300 Jay Street, Brooklyn, New York 11201.

California Board Issues Tough Sex Education Guidelines

Complaints about stag films and homosexual guest lecturers in San Francisco area sex education classes have led the California State Board of Education to issue new guidelines designed to limit the information given public school students about "immoral" sexual behavior. The tough policy requires teachers to explain "the harmful effects of premarital sex and homosexuality" and to stress the "family unit and especially moral values." The guidelines, already in effect, also order school officials to check any sex education materials found objectable by parents. Wayne D. Lamont, Director of the Birth Control Institute, Inc., and an outspoken opponent of the new rules, said the policy "will lead to puritanical indoctrination in sex classes." He said, "It gives ammunition to the vocal minority in every school district who want to intimidate teachers into teaching that sex is really bad." Other observers suggest that if the new policy receives wide-spread community support, other states may follow California's new policies.

Research from Your Busy Colleagues

(Journals)

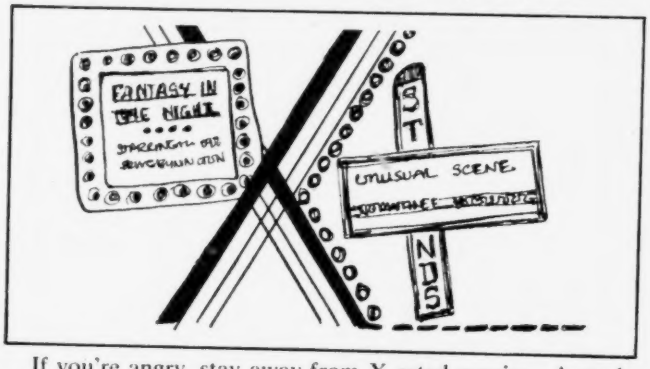
A recent pilot study investigated the effects of using peers as helpers in group work with elementary students. More specifically, the researchers compared the effectiveness of peer led groups with the more commonly used counselor-oriented group procedure. Twelve 5th and 6th grade classes were randomly assigned to one of three treatment groups: peer helper, counselor-oriented, and control. Peer helpers were selected on the basis of classmates' rating on the Social Power Inventory; poorly adjusted students were selected by the teacher on the basis of Walker Behavior Identification Checklist scores. Five poorly adjusted subjects were selected from each classroom. Twelve peer helpers were given three 1-hour training sessions which emphasized understanding behavior, behavior change techniques, and learning the peer helper role. Peer helpers were used to indicate to the poorly adjusted subjects the purposes of their behavior and ways they might change their behavior. In the counselor-oriented groups, the same procedures were implemented but peer helpers were not used. Controls read magazines and discussed various topics with the counselor. The results suggested that peer helpers can be effective aids, and that counselors may be overlooking a potent force by not utilizing them more systematically.

Elementary School Guidance and Counseling, 6(2) p. 70-75•

What factors prompt people to break the unwritten but oft-quoted law, "Never volunteer for anything!"? A study among college students offered three methods of recruitment as inducement to volunteer for an unnamed experiment: (1) extra course credit; (2) modest pay; and (3) love of science. Extra credit attracted more volunteers generally as well as within most categories of tested variables. An exception occured among subjects claiming no religious affiliation, with this group volunteering most often for pay. Females had a higher volunteer rate than males when either credit or money was offered. In general, volunteers appear less conforming and less authoritarian than nonvolunteers.

Journal of Consulting and Clinical Psychology v39 n2 p. 222-234•

Comment: If you need a group for a project, the inducement you offer will affect the kind of volunteers you recruit.



If you're angry, stay away from X-rated movies. A study, expanded from previous findings, sought to determine the effects of film segments depicting "justified" violence, sexual arousal, and non-violence. In a carefully designed experiment, individual members of four groups of college males had been made hostile through a series of electric shocks prior to showing of the film segments. Subjects in one group saw a film of "justified" violence, those in the second group saw a sexually arousing film segment, those in a third group saw an exciting but non-arousing segment, and those in the fourth group saw no film at all. Results indicate that angered subjects are most aroused to aggressive behavior by scenes of "justified" violence, followed at a distance by scenes of sexual arousal. It would seem that emotional arousal states can be heightened by other specific arousal states.

Journal of Sex Research, v8 n4 p324-331•

Comment: Although sexually arousing stimuli do not appear related to deviant sexual behaviors, such stimuli may contribute to heightened aggressive tendencies in ways similar to violence stimuli.

Clothes may alter man's image, but they appear to have little effect on the counseling relationship. A recent study set out to ascertain the effects of counselor attire on counselees' perceptions of counselor attractiveness and effectiveness and on counselee disclosure. Counselors, attired either casually or professionally, interviewed two groups of counselees, one under each set of attire restrictions. The objective of the interview was ostensibly to establish rapport. A Counselor Attractiveness Rating Scale determined the perception of the subjects while The Disclosure Scale measured four areas of disclosure. No significant differences were found between the subject groups on either the attractiveness scores or the disclosure areas, suggesting that clothes are not perceived as influencing "expertness."

Journal of Counseling Psychology, v19 n4 p347-8•

A study among kindergarteners an sixth graders, from both a middle SES school and a low SES school revealed that the children—even kindergarteners—had already formed stereotypic ideas on which sex should hold which kind of jobs. While men were seen as able to perform women's jobs in addition to their own, women were rarely seen as able to fill male roles. When youngsters felt a woman was capable of doing a male job, they qualified their response by suggesting that she would need "special training." In career choice selection, 83% of the girls and 97% of the boys choose traditional occupational roles for themselves.

Human Behavior, v1 n6 p42-43•

Comment: Data on older children suggests that stereotypic visions of male and female roles and functions become more flexible, or at least more subtle, with maturation.

Your chances of early marriage are largely dependent on where you go to college. According to a study of a random subsample of 2,091 married and 2,124 single college students drawn from a nationally representative longitudinal study sample, certain types of institutions seem to provide an environment conducive to but not necessarily supportive of early marriage. Less selective institutions in the West, located outside urban areas, seem to attract marriage-prone students. Attendance at coed schools does not increase the likelihood of getting married, just as attendance at single-sex institutions does not decrease it. Schools which are considered socially oriented do not have a particularly high rate of student marriage. Black women attending black institutions show a very low rate of student marriage, suggesting that they are of a different caliber than the black men attending these schools.

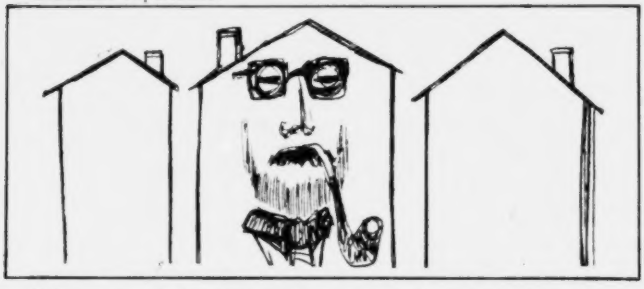
Journal of Marriage and the Family, v34 n4 p600-609•

Comment: Colleges and universities must be aware of the marriage patterns among their students so they can either reduce these environmental aspects which foster early marriage—and dropping out—or increase those supportive services which would enable married students to remain in school to complete their education.

Not all teenagers who leave school before they receive a diploma are dropouts—some are dropups! In an experiment at DePauw University in Indiana, fourteen selected high school juniors enrolled as college freshmen at the university, deleting their senior year in high school. These students were highly motivated youngsters, socially mature and intellectually curious. While their first semester grade-point averages were slightly higher than the general student average, subsequent GPA's dropped slightly below total student average although still considered good. Socially the group fit in very well, with most joining sororities or fraternities. The program has been sufficiently successful to warrant extension to next year's entering class.

American Education, v8 n8 p30•

Comment: While many youngsters need time for educational and social maturation, many would benefit from a shortened academic experience.



When is a fatherless home not really a fatherless home? When the youngster regards the memory of the father with sufficient warmth to include him in his world, or when he does not regard him at all, thereby negating his very existence. According to a study of children aged nine and eleven from both father-present and father-absent (divorce, desertion, or separation) homes, most children in both groups considered the father to be the teacher, disciplinarian, and protector; however, children in the father-absent families saw these activities as part of the mother's role. Only four of the forty-seven father-absent youngsters regarded themselves as fatherless, supporting the notion that "presence" need not necessarily be physical. In addition, fatherless youngsters were no more hostile to their fathers than were those whose fathers were in the home.

Sexual Behavior v3 n1 p9-13•

Comment: Adults must be cautious in attributing maladjustment in children to their being products of one-parent homes. While this factor may conceivably contribute to adolescent problems, indications are that preadolescent socialization does not necessarily demand two physically present parents.

You may have a great relationship going with your kids, but when they get to college it's their peer group that counts. Sexual activity among American college students seems far more dependent on peer group attitudes than on parental relationships. In a study of more than 1,100 college students from all across the nation, it was found that conforming to peer group norms seems to be the accepted jump-off point between parental dependence and adulthood. While it is true that alienation from home is a factor which further contributes to sexual activity, peer group permissiveness is an even stronger impetus. Active male students, possibly feeling the greater need to sport their independence, outnumber very active females by 20%. Of those who were highly parent-oriented and perceived their peers as sexually conservative, only 13% were sexually active, while among those who rejected their parents and saw their peers as permissive, 63% were active.

Human Behavior, v1 n5 p32•

Research from the Ivory Tower

(Dissertations)

A recent doctoral study contends that, at least among middle class midwestern college females, acceptance of the culturally assigned status and role of women depends directly on a female's self-depreciation and distrust of other females (as shown by lesser cooperation with them). Using 62 female college students, divided into low and high stereotyping groups according to the degree to which they differentiated between an "adult female" and an "adult male", the study discovered that (1) sex role stereotyping was negatively correlated with self esteem; (2) the average level of cooperation of all females with males was higher than their level of cooperation with females; (3) a lower average level of cooperation was shown by high stereotyping females regardless of sex of partner; (4) high stereotyping females cooperated more with males and competed more with females and (5) conversely, low stereotyping females cooperated more with females and competed more against males. The relationships found were interpreted as evidence that cooperation with females by low stereotyping females was motivated by trust and that cooperation with males by high stereotyping females was based on the motive to appease.

Dissertation Abstracts International
Vol. 33 # 4 p. 1784-B•

Comment: Female counselors, in our existing male-supremacist society, you'll need a high level of self esteem to be able to give female clients as much Rogerian "positive self regard" as you give males.

How do blacks and whites as students respond to recruiters of both races? How important is starting salary to both groups, and how important is the size of the firm? Using seven universities in four distinct geographical areas of the U.S., Wyse (1972) in his doctoral investigation looked at two major areas: (1) the extent of cynicism about recruiters and job opportunities among black and white business administration students, and (2) the importance of several job selection factors such as salary, size of firm, and effect of government contracts on employment with the firm. Conclusions drawn from the study include the following: (1) blacks responded more positively to recruiters of their own race, while whites did not find the recruiter's race to be important; (2) cynicism about the truthfulness of recruiters' statements was more common to blacks than to whites; (3) starting salary was more important to blacks than to whites; (4) blacks had a greater preference than whites for working with larger firms; (5) average starting salaries for blacks were slightly higher than for whites; and (6) the knowledge of a firm's having government contracts was of no significance to blacks or whites in considering employment with the firm.

Dissertation Abstracts International
Vol 33 # 4 pp. 1269-70-A•

Comment: College vocational counselors, are you listening? It appears that arranging for a black company recruiter will make for the best of all possible recruiting worlds—the recruiter is more appreciated by black students and does not affect adversely the appreciation of white students.

Are there clear differences between students supporting a leftist social-political activism and those supporting other ideological positions? Are there differences between students active in all kinds of campus affairs and non-activist students? These questions were studied at a large state university, using a sample population of 166 social-political activists, non social-political activists and non-activists. All of the non-activists were introductory psychology students who did not belong to a campus organization. Although the investigation did not support the contention that there are clearly distinguishable personal qualities of activists at any position along the social-political spectrum, it did support the contention that organization joiners, regardless of their ideology and type of involvement, are more competent (i.e., intellectually able) than their non-active counterparts. In addition, greater psychological adjustment among the organization joiners was observed.

Dissertation Abstracts International
Vol. 33 = 4 1777-B•

Comment: College counselors, whether or not you agree philosophically with the position taken by various activist students on campus, you can expect that these students to be generally better off psychologically than their non-activist counterparts. It might be interesting to look at the population of students you counsel to see what ratio of activist to non-activist students persists.

Why do people select careers in secondary school teaching? The primary motives are interest in a given subject area and a desire to work with youth. Interestingly enough, over 50% of those questioned had selected teaching as their career while in high school or during the first two years of college. This information was gained through a study in eastern Nebraska of 420 secondary level teachers, 140 each from small rural high schools, middle size high schools, and a city school system. Other findings were: (1) teachers involved with applied programs showed no important differences in patterns of social mobility than those involved with theoretical programs; (2) females made career decisions earlier than males, owing to the larger number of females who chose their career during childhood; (3) males not only aspired to higher vocational objectives, e.g., administrative careers, than females, but also had a greater tendency to move above their father's occupational level than did females; and (4) teachers from rural areas tended to be graduates of state or small private colleges, whereas those from the city system tended to be graduates of universities.

Dissertation Abstracts International
Vol 33 = 4 p. 1328-A•

A recent dissertation studied drug using and non-drug using middle class, suburban high school students and looked at the relationship between drug use and (1) personality patterns and traits; (2) placement in class or curriculum; and (3) family discord. Students were sophomores and seniors, representing roughly 38% of the total population in three curricula—Honors, Regents, and Non-Regents. Findings were that: (1) users showed up as more dominant, reckless, and with less ego strength, self-sufficiency and respect for social mores than non-users; (2) users in the Honors curriculum had greater intellectual power, a higher self-concept and self-acceptance, greater sensitivity and were less hostile than users in the Regents and non-Regents curricula, (3) male users in the non-Regents curriculum showed a profile of Emotional Personality Disorder on the Cattell scale: (4) all users showed a Delinquency profile on this scale.

Dissertation Abstracts International
Vol 33 = 4 p. 1763-B•

Comment: Counselors. This population of drug users among middle class suburban high school students has been neglected in drug studies to date. One of the main implications from the study is that middle class high school drug users are more self-abusive the poorer their academic performance.

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